

University of South Carolina Sumter
Act 629 Summary Report on Institutional Effectiveness
Fiscal Year 2006-2007

PROCEDURES FOR ENCOURAGING STUDENT DEVELOPMENT

Definition: The Student Development Programs at the University of South Carolina Sumter contribute to increased self-reliance and self-esteem by providing opportunities for cultural enrichment, leadership development, intellectual growth, and interpersonal relationships.

INTENDED OUTCOMES

Student Development will enable students to:

- ◆ Experience a successful transition to college.
- ◆ Develop healthy relationships with peers, faculty, and staff.
- ◆ Explore and clarify some of their personal and professional values.
- ◆ Develop an understanding and appreciation for cultural and ethnic diversity & social and gender inequities.
- ◆ Experience cultural and fine arts programs.
- ◆ Be exposed to opportunities for leadership development.
- ◆ Be exposed to opportunities for participation in recreational and leisure activities.
- ◆ Experience opportunities to improve their decision-making and critical thinking skills.

SUMMARY

USC Sumter uses information gathered from a variety of sources to effectively monitor, assess, and adjust programming to meet the developmental needs of our student population. Surveys, evaluations, and the Student Development Transcript system allow USC Sumter to measure the opportunities for competencies expected in university graduates. As demonstrated in our assessment methods, USC Sumter continues to excel in providing opportunities to meet the competencies outlined in the intended outcomes. USC Sumter students transition effectively into the university community while being exposed to multiple cultures, people, and values that allows each student to explore and clarify their own distinct path. Leadership is traditionally a trait developed as students become upperclassmen; however, USC Sumter continues to explore a variety of methods to encourage and reward participation as early as the freshman year. The success of USC Sumter is inherent in the diverse programming and evaluation process in place that allow for the constant fine tuning of our student development efforts.

ASSESSMENT

Student Development Transcript (SDT)

The SDT is an important tool for both students and their mentors. The transcript is a certified record of a student's co-curricular involvement and participation in programs and services. It functions as official documentation of event attendance and active participation in nine (9) developmental categories. As a resource document, this record helps students, their mentors, and peers to plan activities that provide a balanced set of opportunities in the nine developmental categories.

Institutionally, the existence of the SDT system stresses the importance of development of the whole person in order to be properly prepared to function in the world of work and adequately serve one's community, state, and nation.

Results Based On The Student Development Transcript

As an assessment tool for institutional effectiveness, the SDT system continues to be valuable in numerous ways. From the aggregated summary data, one can identify levels of student attendance and make crude evaluations about the veracity of participation in planned activities; then analyze those observations in relation to the mission outcomes the events and activities were structured to enhance. When those comparative observations are evaluated, and summarized, a more accurate frame can be gained regarding how students prioritize and value their time, efforts, energy, and resources. In fall 2006, 17.2% of USC Sumter students had one or more activities recorded on their SDT. To enhance the attraction and usefulness of the SDT system, we anticipate the addition of

a portfolio system which will allow students to better showcase their particular creative, civic, and academic accomplishments and awards.

Student Development Transcript Summary

Term	# Student Participation	# Student Entries	Enrollment	% Student Participation	% Student Entries
Fall 2006	188	361	1088	17.28%	33.18%
Spring 2006	118	197	1020	12.53%	20.91%
Fall 2005	187	311	908	18.33%	30.49%
Spring 2005	131	194	1042	14.43%	21.79%
Fall 2004	227	482	1023	21.79%	46.26%
Spring 2004	117	232	1184	11.44%	22.68%

ASSESSMENT

Spring 2006 Student Development Survey

A survey form was distributed from various areas on campus in an attempt to reach a diverse group of students. A total of 96 survey forms were returned.

Results Based On Spring 2006 Student Development Survey

♦ ***Students will experience a successful transition to college.***

Survey results revealed that USC Sumter students experience an extremely successful transition to college. The survey results indicate that 95.8% of our students rate the success of their transition to college as "Satisfactory to Excellent." These survey results are extremely positive.

♦ ***Students will develop healthy relationships with peers, faculty, and staff.***

The survey indicated that 98.9% of our students rate their development of healthy relationships with peers, faculty and staff as "Satisfactory to Excellent." These responses are a reflection of the personal and interactive campus environment at USC Sumter.

♦ ***Students will explore and clarify some of their values.***

The survey indicated that 94.7% of our students rate their exploration and clarification of values as "Satisfactory to Excellent." USC Sumter continues to engage students in dialogue and reflection in order to aid students in meeting this intended outcome.

♦ ***Students will develop an understanding and appreciation for cultural, racial, gender, and ethnic diversity.***

The survey indicated that 95.8% of our students rate their development of an understanding and appreciation for cultural, racial, gender, and ethnic diversity as "Satisfactory to Excellent", which can be attributed to a variety of initiatives and circumstances. USC Sumter publicly promotes the value of diversity and works with student organizations to develop an appreciation for positive benefits associated with a diverse student body. USC Sumter also has a small international student population along with a number of United States Air Force dependents, who are American citizens from other countries. This allows campus diversity to be more prominent.

♦ ***Students will be exposed to cultural and fine arts programs.***

The survey indicated that 97.9% of our students rate their opportunities to be exposed to cultural and fine arts programs as "Satisfactory to Excellent." With the aid of several academic divisions over the past several years,

USC Sumter has had the opportunity to provide a variety of cultural and art programs. This area continues to be the highlight of our efforts to provide holistic developmental opportunities and is the result of collaborative and interdepartmental programming.

◆ ***Students will have opportunities for leadership development.***

The survey indicated that 81.8% of our students rate their opportunities for leadership development as "Satisfactory to Excellent." Several years ago we eliminated the off-campus student leadership retreat because of a lack of student interest to commitment to an off-campus weekend for leadership development. The development of student leadership is essential to the overall educational development of our students. We introduced the Emerging Leaders program during the 2006-2007 academic year with a group of students committed to a yearlong development program that introduced potential student leaders to campus, community, and state leadership to foster the leadership development desired in the student population. It is anticipated that the continuation of the Emerging Leaders program (a new program replacing the former annual leadership retreat), along with other leadership development opportunities, will yield more students becoming involved and further increase the leadership development at USC Sumter.

◆ ***Students will have adequate opportunity to participate in recreational and leisure activities.***

The survey indicated that 93.7% of our students rate their opportunities for recreational and leisure activities as "Satisfactory to Excellent." USC Sumter is committed to staffing the **Nettles Recreational Facility** until 9:00pm Monday through Thursday and the **Student Union Building** until 8:00pm Monday through Thursday. These results reflect an appreciation of the opportunities given to students on the USC Sumter campus. USC Sumter continues to promote the availability of facilities and the involvement of students, faculty, and staff in activities that contribute to a lifelong appreciation and value of recreational and leisure activities.

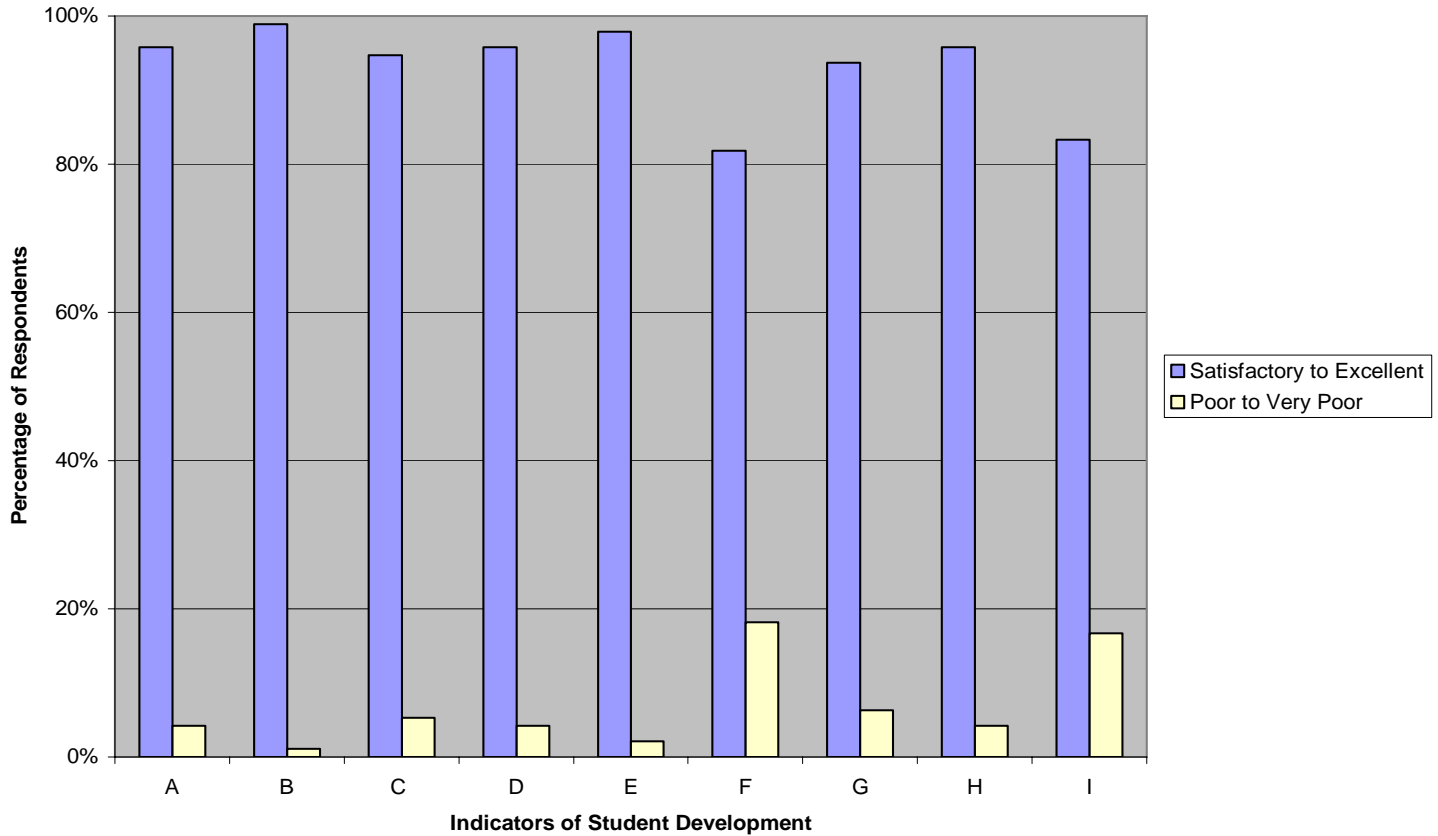
◆ ***Students will have improved their decision-making and critical thinking skills.***

The survey indicated that 95.8% of our students rate improvement in their decision-making and critical thinking skills as "Satisfactory to Excellent." Students feel that USC Sumter has been a positive force in improving their decision-making and critical thinking skills. Both classroom and out-of-classroom experiences at USC Sumter focus on this area of student development. Students are constantly reminded of the importance of being able to evaluate, analyze, interpret, and assimilate facts, figures, and data in order to solve problems and reach reasonable conclusions. These results reflect a campus wide effort inside and outside of the classroom to transform knowledge and experience into recognizable action.

◆ ***I would describe my experiences at USC Sumter contributing to a sense of self-reliance and self-esteem as:***

The survey indicated that 83.3% of our students rate their experiences at USC Sumter as "Satisfactory to Excellent" when it comes to contributing to a sense of self-reliance and self-esteem. Students evaluate experiences at USC Sumter as being effective in contributing to a sense of self-reliance and improved self-esteem. Overall, as reflected by the responses to this question, it appears that USC Sumter is doing a very good job in developing student confidence and their role in the university.

Student Development Survey Summaries



Student Development Programs Enabled

- A A Successful Transition to College
- B Healthy Relationships with Peers, Faculty, and Staff
- C A Capacity to Explore and Clarify Values
- D An Understanding and Appreciation for Cultural & Ethnic Diversity, and Social & Gender Inequities
- E Exposure to Cultural and Fine Arts Programs
- F Opportunities for Leadership Development
- G Opportunities for Recreational and Leisure Activities
- H Decision-Making and Critical Thinking Skills
- I A Sense of Self-Reliance and Self-Esteem

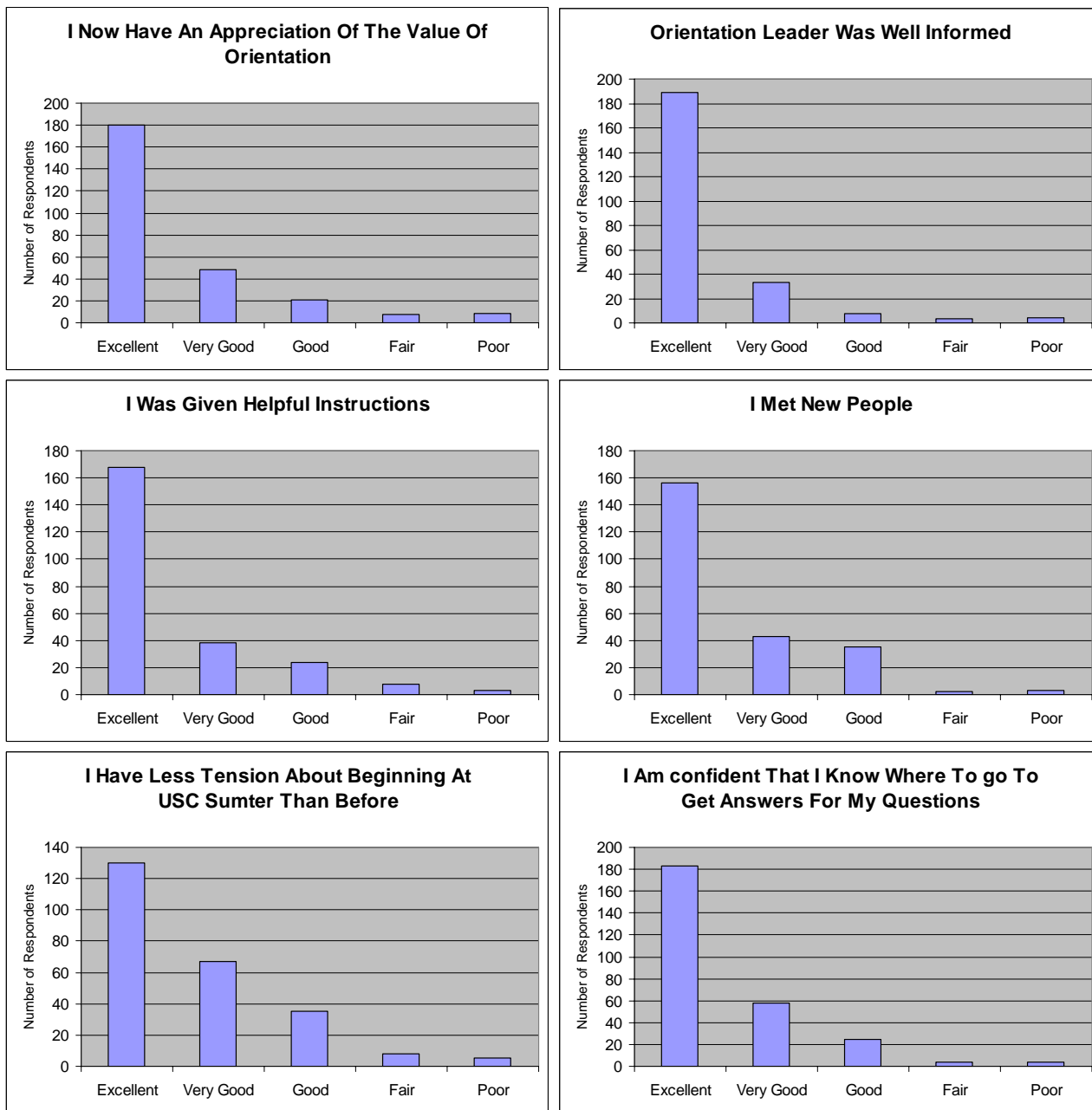
ASSESSMENT

◆ Orientation Evaluations for 2006

Evaluation forms are completed by students at each orientation session. USC Sumter holds 8-10 orientation sessions throughout the year.

Results Based on the Orientation Evaluations for 2006

Students responded very favorably as to whether USC Sumter met their intended objectives for the orientation sessions. Cumulatively, 85.92% of the students gave a ranking of "5" or "4" - which are the two highest rankings. Orientation helps meet numerous intended student development outcomes, including: a successful transition to college; development of healthy relationships with peers, faculty, and staff; and development of an understanding and appreciation for cultural, racial, gender, and ethnic diversity. 97.5% of all students attending new student orientation are convinced that USC Sumter wants them to succeed.



USE OF ASSESSMENT DATA

USC Sumter uses Student Development assessment data to evaluate outcomes of the educational and administrative support services tasked to Student Affairs. Eight student development outcomes are identified as necessary for developing well-rounded individuals. Longitudinal and cross-sectional metrics help evaluate the level of institutional achievement toward these eight outcomes. This information helps USC Sumter staff confirm and/or make adjustments to the current methods employed to facilitate and enable student growth and development. Assessment results are shared with the Student Affairs departments directly involved, as well as with other administrative departments, academic divisions, and other individuals who may have a related interest or responsibility.

Student Affairs is consistently seeking to validate the utility and efficiency of what we do. Methodologies for assessment are reviewed regularly and adapted as needed. Also, we are constantly seeking innovative ways to improve upon the efficacy of our services as they relate to mission outcomes - for example the Emerging Leaders

program, which replaces our former annual Leadership Retreat, is now beginning; and development of a student *portfolio* system is in the planning stage and will be implemented in the near future.

POLICIES AND PROCEDURES TO ENSURE THAT ACADEMIC PROGRAMS SUPPORT THE ECONOMIC DEVELOPMENT NEEDS IN THE STATE BY PROVIDING A TECHNOLOGICALLY SKILLED WORKFORCE

The primary mission of USC Sumter is to provide students with the first two years of a university education, preparing them to go on to a baccalaureate degree granting institution. In the process of earning a baccalaureate degree, many students earn an associate degree, and USC Sumter offers the Associate in Arts and the Associate in Science. Associate degree curricular offerings enable students' acquisition of skills and knowledge in the use of computers and other information technology. This facilitates graduates' abilities to perform tasks appropriate to their major fields. All current graduates have taken a minimum of five courses requiring the development of computer skills and technological literacy; enabling graduates to acquire the information communication technology skills appropriate to the first two years of a university education.